

364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

01. U.S. HISTORY. These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

02. GOVERNMENT/CIVICS. The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

03. ECONOMICS. The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

413. SOCIAL STUDIES STANDARDS - GRADE 3, SECTIONS 414 THROUGH 426.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

414. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use days, weeks, months, and years to measure time.	i. Place a series of family, school, or community events in the proper sequence on a timeline. ii. Integrated with math, use a calendar to track passage of days, weeks, months, and years.

	b. Identify current events involving the community.	i. Generate student newsletters. ii. Participate in spontaneous discussions.
	c. Identify decades and centuries as a measure of time.	i. Create a class timeline showing one hundred years of United States history in decade intervals. ii. Integrated with science, create a timeline depicting inventors, technology, and explorers in century intervals.
	d. Identify primary sources of information about local history.	i. Using newspaper archives, add a section to the classroom newspaper that talks about local history. ii. Interview native senior citizens for memoirs of local history.
	e. Differentiate between cause and effect.	i. Integrated with science, experiment how light affects plant growth. ii. Read the poems "Sara Stout" and "Jimmy Jet" by Shel Silverstein and discuss cause and effect.
	f. Identify different points of view.	i. Expand understanding of slavery by studying the perspective of the plantation slaves versus that of the plantation owners. ii. Read literature such as <u>The True Story of the Three Little Pigs</u> and discuss the different points of view.
	g. Identify factual statements in sources of news using the five W's: who, what, where, when, and why.	i. Log onto <u>usnews.com</u> . Then, as a class, read an article that the teacher selects and look for the five W's. ii. Share current events with class and point out the five W's.

415. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Understand the difference between a single authority and a group decision.	i. Explore religious persecution in Europe that caused immigration to America. ii. Read and do a retell of <u>Molly's Pilgrim</u> .
	b. Recognize the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.	i. Take a group vote to make a class decision. ii. Participate in class discussion on playground rules.

416. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify historical landmarks in and around the community.	i. Organize a field trip and visit historical landmarks. ii. Create and illustrate brochures of local historical landmarks.

	b. Identify some significant events that have occurred in and around the community.	i. Invite a guest speaker to come and speak about events that occurred in the community. ii. Survey the student body to determine the most significant events in their community.
	c. Demonstrate knowledge that the first people to inhabit American lands included native Alaskans and native Hawaiians, as well as native peoples in the contiguous forty-eight states.	i. Classify native tribes according to cultural region. ii. Replicate native homes according to region demonstrating use of natural resources.

417. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify the origins of classmates' ancestors.	i. Using a world map find the location of ancestors' origin. ii. Dress as one of your ancestors and tell a story from that ancestor's life.
	b. Recognize that migration and immigration are continuous processes.	i. Using statistics from the Immigration Bureau or Internet, graph the top ten countries immigrating to United States in the past year. ii. Watch a video of new citizens taking the oath of citizenship.
	c. Recognize that most of the first Africans brought to America came as slaves against their will.	i. Present excerpts from "Freedom Train" and lead a discussion about slavery. ii. Discuss worldwide culture of slavery.

418. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Identify ways machines and technology have evolved over time and have changed the lives of people.	i. Create a timeline depicting the evolution of technology. ii. Produce an individual advertisement to sell a technological advancement.
	b. Compare how machines and technology are used in homes, schools, communities, and the global community.	i. Use a digital camera to take pictures of different sources of technology at home and throughout the community. Research and write a report about their contributions to society. ii. Compare and contrast technology between a first world country and a third world country.

	c. Name some of the changes that have occurred to the local community due to technological advances.	i. Obtain old photo of own community. ii. Compare to current photo. Chart how technology helped in the change.
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419. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explore relationships and conflicts between early settlers and Native Americans.	i. Demonstrate conflict between Native Americans by reading <i>Naya Nuki</i> . ii. Demonstrate conflict between Native Americans and settlers by reading aloud <i>Squanto</i> .
	b. Discuss how the United States became a nation after the colonists defeated the British in the Revolutionary War.	i. Research and sing songs from the Revolutionary War such as "Yankee Doodle." ii. Review origin of United States flag and design a personal flag.
	c. Define slavery and explain how the Civil War brought an end to slavery in the United States.	i. Make and post the class definition of slavery. ii. Read and discuss Harriett Tubman.

420. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Explain that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols.	i. Choose a national document and explain its meaning to the class. ii. Examine holidays for patriotic basis.
	b. Describe some traditions in the community.	i. Brainstorm community traditions. ii. In small groups make murals depicting each tradition.
	c. Compare different culture groups in the community, including their distinctive foods, clothing styles, and traditions.	i. Do a survey of the community to determine the different ethnic groups in the community. ii. Have an Ethnic Food Fair.
	d. Explain how communities are linked together through media, technology, phones, radio, etc.	i. Invite media guest speakers to the classroom to talk about radio or television. ii. Make a telephone out of tin cans and string. iii. Use "Wee Deliver" postal system (available free through US Postal Service).

421. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify significant early American leaders.	i. Develop a poster displaying some of the contributions of Thomas Jefferson and Benjamin Franklin. ii. Present an oral report of an early American leader.
	b. Identify some of the freedoms guaranteed to American citizens in the Constitution and the Bill of Rights.	i. Watch the video from Schoolhouse Rock about the Constitution. ii. Use student-created illustrations to develop a slide show or PowerPoint presentation about rights and freedoms.
	c. Identify many of the responsibilities and rights of American citizens.	i. Brainstorm responsibilities and rights of United States citizens. ii. Compare and contrast with another country.

422. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify and explain the basic functions of local government.	i. Create a poster identifying the basic functions of a city government. ii. Set up a mock government in the classroom.
	b. Identify the three branches of government.	i. Write the names of the three branches of the government. ii. Take a fieldtrip to the courthouse.

423. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify the rules of the classroom and school and the consequences for breaking these rules.	i. Create a classroom constitution. ii. Present school-wide rules to other students.
	b. Identify qualities of a good leader.	i. While serving in a leadership role, demonstrate the qualities of honesty, courage, and self-discipline. ii. Create a skit on qualities of leadership.
	c. Identify reasons why communities have laws.	i. Read <u>Roxaboxen</u> . ii. Role-play a city with and without laws.
	d. Describe ways in which children can participate in public life in their community.	i. Participate in volunteer work in the community. ii. Write pen pal letters to a senior citizen.

424. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Explain the difference between goods and services.	i. Create a chart using pictures from magazines that demonstrate some goods and services found in the community. ii. List some goods and services for which people trade.
	b. Explain the concepts of supply and demand and the role of the consumer and producer.	i. Create a class store. ii. Invite merchants to do a panel discussion.
	c. Explain the difference between public and private property.	i. Take a walking fieldtrip around the community and identify public and private property. ii. Make a map of the community and label public and private property.
	d. Describe savings and checking accounts at a bank and explain their purposes and benefits.	i. Visit a local bank. ii. Create a mock banking system (checkbooks, savings accounts).

425. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that there are many influences on economic systems.	a. Identify examples of transportation and communication networks in the local community and explain how they encourage economic prosperity and growth.	i. Design an advertisement for imaginary food or business. ii. Debate the pros and cons of public roadway access.
	b. Explain how land, natural resources, labor, trade, and technology affect economic activities in the local community.	i. Identify natural resources in your area. ii. Discuss how natural resources impact the economy of the community.

426. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.	i. Construct a relief map. ii. Make a papier mâché globe.
	b. Find the United States, Idaho, the state capital Boise, and own community on a map.	i. Visit teraserver.com to get pictures of your community via satellite. ii. Assign dice number to continent, country, state, county, capital, and community. Roll dice and quiz in pairs. Have answers posted to use.

	c. Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols.	i. Label stated features on a given map. ii. Create a map legend with symbols.
	d. Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.	i. Answer teacher generated questions for a given map. ii. Generate a treasure hunt and map. Include title, key, scale, cardinal directions, and symbols.
	e. Use a number/letter grid to find specific locations on a map.	i. Play the game "Battleship." ii. Using a playground map grid, place equipment according to teacher's oral directions.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Identify past and present settlement patterns of the community.	i. Visit teraserver.com to view development patterns of local communities. ii. Obtain information from historical society.
	b. Identify geographic features influencing settlement patterns of the community.	i. Use satellite-generated maps of Idaho and identify geographical features that would influence settlement. ii. Compare with a political map.
	c. Compare and contrast city/suburb/town and urban/rural.	i. Construct a Venn diagram comparing urban and rural communities. ii. Draw a picture of an ideal location in which to live.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land around the community has been changed by people, technology, and natural forces.	i. Discuss community changes. ii. On a transparency reproduce an aerial view of the community past and present to compare.